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ABSTRACT

This paper describes the "Every Child a Winner" curriculum that provides inclusion for special needs children in elementary classrooms. Key elements of the curriculum for all ability levels are: improved fitness and motor skills, and enhanced academics and self-esteem for every child. Early program development is described as growing out of movement concepts that were later delineated into objectives and sequential movement experiences for children in daily lessons. The rationale for using movement concepts was that these were thought to better serve the needs of all students as well as those with special needs. Strategies are enumerated: the content decision; the appropriate teaching facility; the selection of equipment and apparatus; and the teaching method, class organization, and discipline techniques. In summary the paper describes the curriculum as centered on space awareness, body awareness, qualities of movement, and relationships. The paper also reports that field tests have found some strategies to be particularly effective: movement concepts for content; facility changes to allow students more flexibility; equipment selection to allow a variety of shapes, sizes, weights, and adaptability; indirect teaching methods; class organization to permit student decisions about grouping; and positive discipline which facilitates student responsibility for their own behavior. A program specification sheet is appended. (JB)

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ED 381 529

Every Child A Winner with Inclusion

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The original purpose of Every Child A Winner was to design a movement curriculum which would meet the special needs of all children regardless of their mental and/or physical challenges. As a result of this, the key elements of the curriculum for all levels of ability are as follows: Improved fitness and motor skill and enhanced academics and self-esteem for every child. Early in the developmental years the program lessons were designed and field-tested with movement concepts (Space Awareness, Body Awareness, Qualities of Movement and Relationship) as the central content focus. These concepts were further delineated into objectives, and sequential movement experiences for children in daily lessons. All curricular decisions were made based on how well these lessons furthered the key elements listed above.

The decision to use movement concepts as content better served the needs of all students as well as those with special needs. All loosely organized activities were

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dropped from the curriculum and a developmentally appropriate curriculum in Educational Dance, Games, and Gymnastics was initiated using movement concepts as content.

The first strategy to meet special needs and the most crucial one was the content decision. Secondly, the teaching facility had to be appropriate and open to special needs. For example ramps to provide access, a multipurpose room rather than a gym with set lines, boundaries, goals, etc.. Thirdly, selection of equipment and apparatus was based on the I.E.P's of the children. For example, apparatus was selected based on whether children could change its difficulty. Permanently placed apparatus was replaced by movable,adjustable,innovative apparatus. This allowed children to adjust the difficulty level and provided more decision making opportunities. Equipment selections provided a variety of different shapes, size and weight.

The fourth strategy was to change the teaching method from command or direct to the indirect. Open ended tasks gave special needs students more options and opportunities to work at their own level. In addition, the resulting on-task behavior enabled the teacher to have more time to work with individual students. The fifth strategy to provide inclusion was to change the class organization. For example, lining up at the beginning of class changed to asking students to find a place in the teaching area

where they were not sharing their personal space with others. Students were allowed to form their own groups instead of the teacher making these decisions. The option of working alone or with others was given. The sixth strategy, discipline techniques, focused on helping children accept more responsibility for their own behavior, with the teacher facilitating the process. Discipline through fear and humiliation was not a part of the discipline process. The above strategies and many more too numerous to mention became part of the total Every Child A Winner Curriculum.

In summary, the Every Child A Winner Curriculum content is centered on Space Awareness, Body Awareness, Qualities of Movement and Relationships. Lesson plans have field-tested objectives and daily movement experiences which contain strategies for inclusion for special needs students. Six strategies found to be successful are as follows:

1. Movement Concepts for content.
2. Facility changes to allow students more flexibility in designing games, dances and gymnastics experiences.
3. Equipment selection and apparatus allowing students to use a variety of equipment of different shapes, sizes, weights, adaptability, and meeting the I.E.P. for individual students.

4. In-direct teaching method to allow more ownership and individual decision making.

5. Class organization which allows students the opportunity to make decisions about grouping ie. alone or with others.

6. Positive discipline which facilitates student responsibility for behavior rather than the teacher alone.

This paper has attempted to give some of the major considerations used in developing the Every Child A Winner Curriculum to provide inclusion for special needs children. The most important key element is enhanced self-esteem. This has continued to be the central focus of the Every Child A Winner Curriculum since its inception.

Rockett, S. and Owens, M., "Every Child A Winner Lesson Plans, A Movement Curriculum for Today's Child." Level I, II, III. 1987.

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PROGRAM DESCRIPTION

(a) Purpose
The purpose of the Every Child A Winner program presentation is provide the following:

1. An overview of the national model which has field tested strategies for inclusion, certified by the Program Effectiveness Panel, US Department of Education to improve fitness and contribute to improved self-esteem and academics.

2. Hands on experience for participants in field tested lessons for inclusion in educational games, dance and gymnastics.

3. Audio-visuals from National Every Child A Winner Demonstration Schools which are nationally certified to meet the criteria outlined in the COPEC Position Paper on Developmentally Appropriate practices.

4. Funding sources for replication of the model from state and national levels. The model must be updated and re-certified every six years by the Program Effectiveness Panel, USDOE to be eligible for funding and membership in the National Diffusion Network of Innovative Programs.

(b) Learning Objectives
1. Participants will be able to identify Every Child A Winner key elements and strategies for implementing inclusion in their programs.

2. Participants will have an opportunity for active participation in model lessons in educational games, dance and gymnastics and be able to identify inclusion components in each lesson.

3. Participants will be able to review videos and slides of actual inclusion lessons being taught by Every Child A Winner Demonstration School Certified Trainers and be able to implement these lessons in their own programs.

4. Participants will be able to identify funding sources to implement the Every Child A Winner model with school replication grants from the local, state, and national levels. (Over 400 schools have obtained these grants.)

(c) Target Audience
Physical educators K-6, instructors college level, administrators

(d) Method of Presentation
Lecture, active participation, audio-visuals